3. *Adoption of Malayalam as State Language.*

The following resolution was not moved :—

MR. KALLUR NARAYANA PILLAI :

" This Council recommends to the Government that the sole use of the Malayalam language be insisted on in all official and semi-official proceedings and correspondence throughout the State. "

4. *Medium of Instruction in English Schools.*

MR. KALLUR NARAYANA PILLAI (*Pattanamtitta*): I beg to move the following resolution : —

" *This Council recommends to the Government that early steps be taken to formulate a scheme by which all teaching in the English Schools of the State, except the teaching of the English language, shall be conducted through the medium of the Malayalam language, provided that Tamil may be permitted to be used instead, whereever necessary*".

ഈ പ്രമേയം ഞാൻ അവതരിപ്പിച്ചിട്ടുള്ളതു തിരുവിതാംകൂറിലെ ബാലവിദ്യാർത്ഥികളുടെ ശാരീരമാനസികശക്തികളെ ദുർബലപ്പെടുത്തുന്ന പഠനപദ്ധതിയെ ഭേദപ്പെടുത്തുന്നതിനുവേണ്ടിയാണു്. ഇംഗ്ലീഷ് സ്കൂളുകളിൽ താഴ്ന്ന ക്ലാസുമുതൽ സ്കൂൾഫൈനൽക്ലാസുവരെ പഠിക്കുന്ന വിദ്യാർത്ഥികൾക്ക് എല്ലാവിഷയങ്ങളും ആ വിദേശഭാഷയിൽതന്നെ പറഞ്ഞുകൊടുക്കുന്നതു സുഗ്രഹമായിട്ടുള്ളതല്ല. മലയാളഭാഷയാണു് അവരുടെ മാതൃഭാഷ. ജനനംമുതൽ കേട്ടും അറിഞ്ഞും പഠിച്ചുംവന്നിട്ടുള്ള ഭാഷയിൽ കൊടുക്കുന്ന വിദ്യാഭ്യാസത്തിനേ അവരുടെ ഹൃദയത്തിൽ സ്ഥാനംപിടിക്കാൻ കഴികയുള്ളൂ. മനസ്സും ബുദ്ധിയും രണ്ടുവിധം പ്രവൃത്തികളെയാണു ചെയ്യുന്നതു്. വിദേശഭാഷയായ ഇംഗ്ലീഷ്ഭാഷാമുഖേന പറഞ്ഞുകൊടുക്കുന്ന അറിവിനെ ഒരു മലയാളിവിദ്യാർത്ഥിക്കു മനസ്സിലാകണമെങ്കിൽ ബുദ്ധി അതിനെ തർജ്ജിമ ചെയ്തുകൊടുത്തുകൊണ്ടിരിക്കണം. അങ്ങിനേയുള്ള സന്ദർഭങ്ങളിൽ ഒരേ അവസരത്തിൽതന്നെ മനസ്സും ബുദ്ധിയും വേല ചെയ്യേണ്ടതായിട്ടാണു വരുന്നതു്. "You come hear" എന്നു് ഒരു മലയാളിവിദ്യാർത്ഥിയോടു പറയുന്നതായാൽ ആദ്യമായി ആ കുട്ടി അതിന്റെ അർത്ഥം എന്താണെന്നു ബുദ്ധികൊണ്ടാലോചിച്ചു മനസ്സിലാക്കിയശേഷമേ ഇരിക്കുന്ന സ്ഥാനം വിട്ടെഴുന്നേൽക്കുവാൻ ഭാവിക്കയുള്ളൂ. എന്നാൽ ഒരു് ഇംഗ്ലീഷ്കാരനായ വിദ്യാർത്ഥിയോടു് ആവിധം "you come hear" എന്നു പറയുന്നതായാൽ അതേമാത്രയിൽതന്നെ ഒരു തർജ്ജിമയുടെ ആവശ്യംകൂടാതെ ആ വിദ്യാർത്ഥി ഉടൻ എഴുന്നേറ്റുവരുന്നതാണു്. ഈ വ്യത്യാസംകൊണ്ടുണ്ടാകുന്ന സ്ഥിതി നിസ്സാരമായിട്ടുള്ളതല്ല. ഈ മാതിരി വിദ്യാഭ്യാസം തുടർന്നു പോകുന്നതായാൽ വിദ്യാർത്ഥികളുടെ ശാരീരമാനസികസ്ഥിതികൾക്കു വളരെ ദുഷ്പ്രഭാവം

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ക്കുന്നതാണ്. ഈ പഠനരീതി വിദ്യാർത്ഥികളെ ക്ലേശിപ്പിക്കയാണു ചെയ്യുന്നത്.

ശാസ്ത്രീയമായും സാങ്കേതികമായും ഉള്ള വിഷയങ്ങൾ കഴിയുന്നതും മാതൃഭാഷാമുഖേനയാണ് അഭ്യസിപ്പിക്കേണ്ടത്. മാതൃഭാഷാമുഖേന അഭ്യസിക്കുന്ന വിഷയങ്ങൾ ഒരിക്കലും സ്മൃതിപഥത്തിൽനിന്നും വിട്ടുപോകുന്നതല്ല. ഇതിലേക്കു മാതൃഭാഷയിൽ ശാസ്ത്രീയമായും സാങ്കേതികമായുമുള്ള ഗ്രന്ഥങ്ങൾ കുറവാണെന്നുള്ള ഒരു വാദം പുറപ്പെടുവിച്ചേക്കാം. ആവശ്യമാണു സൃഷ്ടിക്കു കാരണമാകുന്നത്. ആ മാതിരി ഗ്രന്ഥങ്ങൾ ആവശ്യംപോലെ ഉണ്ടാകുന്നതേയുള്ളൂ.

"സാങ്കേതികശബ്ദങ്ങൾ ഈ മാതൃഭാഷയിൽ വേണ്ടുവോളമില്ലെന്നുള്ള അഭിപ്രായവും സ്വീകാര്യമല്ല. മലയാളഭാഷയിലേക്കു സംസ്കൃതപദങ്ങൾ ധാരാളം പ്രവേശിച്ചിട്ടുണ്ട്. സാങ്കേതികശബ്ദങ്ങളെ സംസ്കൃതത്തിൽ നിന്നും ധാരാളമായി സ്വീകരിക്കാവുന്നതാണ്. കസാല, പെൻസിൽ, കടലാസ്, പേന, കൌൺസിൽ, പ്രസിഡൻറ് മുതലായപദങ്ങൾ ഹിന്ദുസ്ഥാനി, പേർഷ്യൻ, ഇംഗ്ലീഷ് മുതലായ ഭാഷാപദങ്ങളാണ്. ഈ മാതിരി പദങ്ങൾ മലയാളഭാഷയിൽ ചേർന്നു മലയാളത്തിന്റെ ഭാഗമായിച്ചേർന്നു കഴിഞ്ഞിരിക്കുന്നു. ഇതുപോലെ ഉപയോഗക്രമംകൊണ്ട് അന്യഭാഷാപദം മാതൃഭാഷാപദമായിത്തീരാവുന്നതാണ്. ഇംഗ്ലീഷ്ഭാഷയിൽത്തന്നെ അന്യഭാഷാപദങ്ങൾക്കു ധാരാളമായി സ്ഥാനം കല്പിക്കപ്പെട്ടിട്ടുണ്ട്. അതുകൊണ്ടു മാതൃഭാഷാപദങ്ങളോ സംസ്കൃതഭാഷാപദങ്ങളോ ഒരു സാങ്കേതികശബ്ദത്തിനു് ഉപയോഗിക്കുവാൻ നിവൃത്തിയില്ലാത്തഘട്ടത്തിൽ ഇംഗ്ലീഷ്ഭാഷാപദത്തെത്തന്നെ അതേരൂപത്തിൽ നമ്മുടെ മാതൃഭാഷയിലേയ്ക്കും സ്വീകരിക്കാവുന്നതാണ്. ആ സ്ഥിതിക്കു സാങ്കേതികശബ്ദങ്ങളുടെ കുറവു മാതൃഭാഷയിൽ സാങ്കേതികഗ്രന്ഥങ്ങളെ അഭ്യസിപ്പിക്കുന്നതിനു തടസ്സമായി വരാവുന്നതല്ല.

അര ശതവർഷത്തിനു മേലായി ഇംഗ്ലീഷ്വിദ്യാഭ്യാസത്തിനായി നമ്മുടെ ഗവർണ്മെൻറ് അനവധി ദ്രവ്യം ചിലവുചെയ്യുവരുന്നു. ഈ കാലംകൊണ്ടു ൧,൦൦൦-ൽ ഫ്ലി-യാൽ കൂടുതൽ ആളുകൾക്ക് ഇംഗ്ലീഷ് ഭാഷാപരിജ്ഞാനംതന്നെ സിദ്ധിച്ചു കഴിഞ്ഞിട്ടില്ല. ശാസ്ത്രീയമായോ സാങ്കേതികമായോ ഉള്ള പരിജ്ഞാനം ജനസാമാന്യത്തിനു സിദ്ധിച്ചിട്ടില്ല. മാതൃഭാഷയിൽ ആവശ്യ ഗ്രന്ഥങ്ങൾ സമൃദ്ധിയായി ഉണ്ടാകുന്നതു ജനസാമാന്യത്തിന്റെ അറിവിനെ പോഷിപ്പിക്കുന്നതിനും തദ്വാരാ അവരെ വ്യവസായപരിശീലനത്തിനു പ്രേരിപ്പിക്കുന്നതിനും അതിലേക്ക

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[Mr. Kallur Narayana Pillai.]

വാസന ജനിപ്പിക്കുന്നതിനും കാരണമാകുന്നതാണ്. അപ്രകാരമുള്ള ഗ്രന്ഥങ്ങൾ സാമാന്യജനങ്ങളുടെ ക്ഷേമൈശ്വര്യങ്ങൾക്കും നിദാനമായിത്തീരുന്നതാണ്.

ആകയാൽ ഇംഗ്ലീഷ് സ്കൂളുകളിൽ ഇംഗ്ലീഷ് ഭാഷ ഒഴികേയുള്ള വിഷയങ്ങൾ മലയാളത്തിലും, തമിഴ് ഭാഷയെ മാതൃഭാഷയായി സ്വീകരിച്ചിട്ടുള്ള ദേശങ്ങളിൽ ആ ഭാഷയിലും പഠിപ്പിക്കുന്നതിനുവേണ്ടി എന്റെ ഈ പ്രമേയത്തെ ഈ കൌൺസിൽ മുമ്പാകെ ഞാൻ ഹാജരാക്കിക്കൊള്ളുന്നു.

മാതൃഭാഷാഭിമാനികളും, ബാലവിദ്യാർത്ഥികളുടെ അഭ്യുദയകാംക്ഷികളുമായ സഭാംഗങ്ങൾ എന്റെ ഈ പ്രമേയത്തെ ഹാർദ്ദമായി അനുകൂലിക്കുമെന്നു വിശ്വസിക്കുന്നു.

MR. C. KERALAVARMA KOILTAMPURAN *(Edavagai)*. സർ, മിസ്റ്റർ കല്ലൂർ നാരായണപിള്ളയുടെ പ്രമേയത്തെ ഞാൻ വളരെ സന്തോഷത്തോടുകൂടി പിൻതാങ്ങികൊള്ളുന്നു. അധോഗതിയിൽ കിടക്കുന്ന മലയാളഭാഷയെ ഉദ്ധരിക്കുന്നതിനും, നമ്മുടെ അഭിമാനത്തെ രക്ഷിക്കുന്നതിനും ഉതകുന്ന ഒരു പ്രമേയമാണ് ഇത്. മലയാളഭാഷയിൽതന്നെ ഇവിടെ അവതരിപ്പിച്ച പ്രമേയത്തെ, മലയാളത്തിൽതന്നെ മറെറാരു സാമാജികൻ പിൻതാങ്ങുന്നതു് ഉചിതമായിരിക്കുമെന്നു എനിക്കു തോന്നിയതുകൊണ്ടാണു ഞാൻ ഇപ്പോൾ എണീറ്റതു്. ഈ കൌൺസിലിൽ മലയാളത്തിൽ സംസാരിക്കുന്ന ഞങ്ങൾ രണ്ടുപേരുംകൂടി മലയാളത്തിനു അധികം പ്രാധാന്യം കൊടുക്കണമെന്നു് ആവശ്യപ്പെടുന്നതു, വാൽമുറിഞ്ഞ കുറുക്കൻ മറു കുറുക്കന്മാരുടെയും വാൽ മുറിക്കണമെന്നു ആവശ്യപ്പെട്ടതുപോലെ ആയി തീരുകയില്ലയോ എന്നെനിക്കു സംശയമുണ്ടു. എന്നാൽ ഞങ്ങളുടെ സ്ഥിതിക്കും കഥയിലെ കുറുക്കന്റെ സ്ഥിതിക്കും സ്വല്പം വ്യത്യാസമുണ്ടു്. സ്വതന്ത്രമായ ഒരവയവത്തെ മുറിച്ചുകളയണമെന്നാണു് കുറുക്കൻ ആവശ്യപ്പെട്ടതു്. എന്നാൽ ഞങ്ങൾ ആവശ്യപ്പെടുന്നതു് അങ്ങിനെയല്ല. കൃത്രിമമായിട്ടു കെട്ടികൊണ്ടു നടക്കുന്ന വാലിനെ മുറിച്ചുകളയണമെന്നുള്ളതാണു്. നമ്മുടെ മാതൃഭാഷയും പൂർവ്വികന്മാർ വളരെക്കാലമായിട്ടു ഉപയോഗിച്ചുവന്നിട്ടുള്ള ഭാഷയും മലയാളമാണു്. നമ്മുടെ പലമാതിരിയുള്ള ടെഡിഷൻസ് സൂക്ഷിച്ചുവച്ചുകൊണ്ടിരിക്കുന്നതും മലയാളഭാഷയിലാണു്. അതിനുംപുറമെ മലയാളത്തിലാണു് തുഞ്ചൻ, കുഞ്ചൻ തുടങ്ങിയുള്ള മഹാകവികളുടെ ആശയങ്ങളെ സൂക്ഷിച്ചുവ

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ച്ചിട്ടുള്ളതു. പിന്നെ നമ്മുടെ ജനനംമുതൽ നടക്കുമ്പോഴും, ഇരിക്കുമ്പോഴും ഉറങ്ങുമ്പോഴും എന്നുവേണ്ട സകലസമയവും ഉപയോഗിക്കുന്നതു മാതൃഭാഷയായ മലയാളംതന്നെയാണെന്നുള്ളതിൽ അഭിപ്രായവ്യത്യാസമുണ്ടാകുമെന്നു ഞാൻ വിചാരിക്കുന്നില്ല. ഇപ്പോൾ മലയാളം നമ്മുടെ ദേഹത്തിലെ ഒരംഗംപോലെ ആയിതീർന്നിട്ടുണ്ട്. അങ്ങിനെയുള്ള ഒരു ഭാഷയെ കേവലം തിരസ്കരിച്ചു തൽസ്ഥാനത്തു് ഇംഗ്ലീഷിനെ പ്രതിഷ്ഠിക്കുന്നതു രാജ്യക്ഷേമത്തിനു ഹാനികരമാണെന്നുമാത്രമല്ല നമ്മുടെ അഭിമാനത്തിനുംകൂടി ഹാനികരമാണു്. ആഫ്റിക്കായിലുള്ള നീഗ്രോവർഗ്ഗക്കാരുടേയും അമേരിക്കയിലുള്ള റെഡ് ഇൻഡ്യാക്കാരുടേയും ഇടയിൽ യൂറോപ്യന്മാർ ചെന്നതോട്ടുകൂടി അവരുടെ പരിഷ്കാരം അവിടെ വരുത്തുകയും, വേഷത്തിലും, ആചാരത്തിലുമെല്ലാം പാശ്ചാത്യസമ്പ്രദായം അനുകരിപ്പിക്കയും ചെയ്തു. എന്നാൽ ഈ വർഗ്ഗക്കാർ കേവലം കാട്ടാളന്മാരെപ്പോലെ അപരിഷ്കൃതന്മാരായി ജീവിച്ചുവന്നിരുന്നതിനാൽ ഈ പരിവർത്തനം അവർക്കു് ആവശ്യമായിരുന്നു. എന്നാൽ നമ്മുടെ സ്ഥിതി അങ്ങിനെയല്ല. നമ്മുടെ പൂർവീകന്മാർ പരിഷ്കാരത്തിൽ പാശ്ചാത്യരെക്കാൾ എത്രയോ മുന്നണിയിൽ ആയിരുന്നു എന്നുള്ളതു് ചരിത്രംകൊണ്ടു നമുക്കറിയാവുന്ന ഒരു സംഗതിയാണു്. ഭാഷയിലാകട്ടെ, വ്യാകരണം തത്പശാസ്ത്രംതുടങ്ങിയുള്ള ഗ്രന്ഥസമുച്ചയങ്ങളിലാകട്ടെ നമ്മുടെ പൂർവീകന്മാർ ഒട്ടും പിന്നോട്ടു നിന്നിട്ടില്ല. എന്നാൽ മലവെള്ളം വന്ന നദിയുടെ തീരപ്രദേശങ്ങളെ നശിപ്പിച്ചുകൊണ്ടുപോകുന്നതുപോലെ, പാശ്ചാത്യപരിഷ്കാരത്തിനു ഇവിടെ സ്ഥാനം ലഭിച്ചതോട്ടുകൂടി ഇതുകളെയെല്ലാം ഉപയോഗശൂന്യമാക്കിത്തീർത്തു

പാശ്ചാത്യപരിഷ്കാരം ഇവിടെ വന്നുകൂടീട്ടു കാലം കുറെയായി. അതിൽ നിന്നും എത്രത്തോളമാണു ഗുണമെന്നും, എത്രത്തോളമാണു ദോഷമെന്നും നാം കണ്ടറിഞ്ഞു കഴിഞ്ഞു. അതിൽ നിന്നും നാം നല്ലതിനെ സ്വീകരിക്കണം. അതിൽ ഒട്ടും അഭിമാനമല്ലാത്ത ഒന്നാണു മാതൃഭാഷാപ്രചരണം. സ്വന്തഭാഷയെ എത്രത്തോളം പരിഷ്കരിക്കാമോ അത്രത്തോളം പരിഷ്കരിച്ചു്, പാശ്ചാത്യ ശാസ്ത്രങ്ങളെ സ്വന്തഭാഷയിലാക്കി നമ്മുടെ കുട്ടികളെ പഠിപ്പിക്കയാണെങ്കിൽ അവർക്കു മനസ്സിലാക്കാൻ വളരെ എളുപ്പമുണ്ടെന്നാണു് എന്റെ അഭിപ്രായം. മലയാള ഭാഷയെ ഇപ്പോൾ വലിയ പുരുഷനായിട്ടാണു വച്ചിട്ടുള്ളതു. ഇംഗ്ലീഷ് വേഷവും ധരിച്ചു് ഇംഗ്ലീഷ് ഭാഷയും സംസാരിച്ചുകൊണ്ടുനടക്കുകയാണെങ്കിൽ അതിൽ യോഗ്യത കുറെ കൂടുതൽ ഉണ്ടെന്നും മലയാള വേഷത്തിലും മലയാള

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[Mr. C. Keralavarma Koiltampuran]

ഭാഷയിലും സംസ്കാരിച്ചാൽ യോഗ്യത കുറവാണെന്നും ചിലർ ധരിച്ചിട്ടുണ്ട്. ഇതിനു ദൃഷ്ടാന്തമായി സാധാരണകണ്ടു വരാറുള്ള ഒരു സംഗതി പറയാം. നാം ഒരാളിനെ കാണാൻ പോകുമ്പോൾ നടയിൽ നിൽക്കുന്ന ശിപായിയോടു് ഇംഗ്ലീഷിൽ ചോദിച്ചാൽ അവൻ ഉടനെ അടുത്തുവന്നു സമാധാനം പറയും. എന്നാൽ അയാളോടു മലയാളത്തിൽ ചോദിച്ചാൽ അയാൾ അവിടെനിന്നും എഴുനേൽക്കുകപോലും ചെയ്യുകയില്ല. അതുപോലെ തന്നെ നമ്മുടെ കുട്ടികളുടെയിടയിലും ഇംഗ്ലീഷിനാണു പ്രാധാന്യമെന്നും മലയാളത്തിനു പ്രാധാന്യക്കുറവുണ്ടെന്നും ഒരു ധാരണയുണ്ടു്. ആ ധാരണ ഇനിയും വച്ചുകൊണ്ടിരിക്കുന്നതു് ഒട്ടും നന്നല്ല. അതുകൊണ്ടു നമ്മുടെ വിദ്യാഭ്യാസഡിപ്പാർട്ടുമെൻറിൽ നാട്ടുഭാഷാവിദ്യാഭ്യാസത്തിനു ഒന്നാമത്തെ സ്ഥാനം കല്പിക്കയും ഇംഗ്ലീഷിനു രണ്ടാമത്തെ സ്ഥാനം കല്പിക്കയും ചെയ്യണമെന്നാണു് എന്റെ അഭിപ്രായം.

അതുപോലെ തന്നെ മലയാളഭാഷയ്ക്കു ഒരു കുറവു് ഈ കൌൺസിലിലും ഉണ്ടു്. ഇംഗ്ലീഷിൽ തന്നെ ഇവിടെ സംസാരിക്കുന്നതുകൊണ്ടു് ഇംഗ്ലീഷ് സാഹിത്യത്തിനു കൂടുതൽ ഗുണമുണ്ടാകുമെന്നു ഞാൻ വിചാരിക്കുന്നില്ല. ഇവിടത്തെ പ്രൊസീഡിംഗ്സു് ശീമയിലുള്ളവരാരും തന്നെ വായിക്കാറില്ല. നേരെ മറിച്ചു് ഭാഷയെ ചീത്തയാക്കുന്നു എന്നു് അവർക്കു തോന്നിയേക്കാനും മതി. അതുകൊണ്ടു് ഈ സഭാനടപടികളും മലയാള ഭാഷയിൽ തന്നെ നടത്തുന്നപക്ഷം ഈ സഭസ്സിൽതന്നെയുള്ള അനേകം പണ്ഡിതന്മാർ നല്ലതായ പല പ്രസംഗങ്ങളും ചെയ്യുന്നതിനും തന്നിമിത്തം ഭാഷയ്ക്കു നല്ല അഭിവൃദ്ധിയുണ്ടാകുന്നതിനും സംഗതിയാകുന്നതാണു്. അതിനെ അവഗണിച്ചു വളരെ ദൂരെയുള്ള ഇംഗ്ലീഷ് ഭാഷയെ മലിനപ്പെടുത്തുന്നതു് നല്ലതാണെന്നു് എനിക്കു തോന്നുന്നില്ല.

ഇപ്പോഴത്തെ പാഠപദ്ധതിയെ പെട്ടെന്നു മാറ്റാൻ സാധിക്കയില്ലെന്നുള്ളതു മലയാള ഭാഷയിലുള്ള പാഠപുസ്തകത്തിന്റെ അഭാവം തെളിയിക്കുമെങ്കിലും അതിനു ശ്രമിക്കാതെയിരുന്നാൽ ഒരിക്കലും അതു സാധ്യമാകയില്ല. അതുകൊണ്ടു് ഇതിലേക്കുള്ള പ്രാരംഭജോലികളും ഇപ്പോൾ തന്നെ തുടങ്ങേണ്ടതാണു്.

സാധാരണ തിരുവിതാംകൂറിലുള്ള സമ്പ്രദായം കൊച്ചിയിൽ അനുകരിയ്ക്കയാണു പതിവു്. എന്നാൽ കൊച്ചിനിയമസഭയിൽ മലയാള ഭാഷയ്ക്കു പ്രാധാന്യം കൊടുക്കണമെന്നു് ഒരു പ്രമേയം ഹാജരാക്കിയതായി ഞാൻ അറിയുന്നു. പക്ഷേ അതു പാസ്സായില്ലെന്നു തോന്നുന്നു.

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അതുകൊണ്ട് മലയാള ഭാഷയ്ക്ക് പ്രാധാന്യം കൊടുക്കണമെന്നുള്ള അഭിപ്രായവും മറ്റു പരിഷ്കാരങ്ങളെപ്പോലെ ഇവിടെ നിന്നും തന്നെ വടക്കോട്ടു പോകുന്നതാണു നമുക്ക് അധികം അഭിമാനകരമായിരിക്കുമെന്ന് എനിക്കു തോന്നുന്നു. അതിനാൽ ഞാൻ ഈ പ്രമേയത്തെ ബലമായിട്ടു പിൻതാങ്ങിക്കൊള്ളുന്നു.

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Sir, the mover and the seconder have both made very eloquent speeches in support of the resolution, the object of which is to make the vernaculars the media of instruction, for all non-language subjects, in English High Schools. The grounds on which they advocate the change are, firstly, that the change is desirable in the interest of the political advancement of the country; secondly, that it will help the economic development of the country; thirdly, that the acquisition of a foreign language, especially a language like English, the genius of which is entirely different from those of the Vernaculars, involves a good deal of mental effort which should, as far as possible, be avoided; and lastly, that the change proposed will be a means of developing and enriching Vernacular literature.

Sir, I do not yield to either of them in love of our country, in the desire for our economic progress, or in the desire for the enrichment and improvement of our Vernacular languages. I am also prepared to concede that there is a good deal of mental effort involved in the acquisition of a foreign language like English. But I do not think that the conclusion that they are trying to establish follows from their premises. As an abstract proposition, it cannot be disputed that the best means of educating the people of a country is to employ their Vernacular as the medium of instruction in all stages, from the primary to the university stage. This proposition cannot be disputed, and I do not wish to dispute it. My point is that this is an ideal which, under the conditions in which we are now placed, it is not possible for us to attain.

Now, what are those conditions? The medium of instruction in our English Schools has to a considerable extent to be determined by the fact that the High School course is intended as a preparation for the university course. For those of our young men who do not want to go in for a university course, our State, unlike the rest of India, has provided a set of institutions in which education is imparted entirely in the Vernacular. These institutions impart a knowledge of those subjects which are taught in English schools on lines more or less parallel to those pursued in those schools. Those of our young men, therefore, who want to go in for a purely Vernacular education, may join any one of these Vernacular schools of which there are as many as one hundred and fifty Middle Schools and about ten High Schools in our country. In these Vernacular High Schools, one can get a general education which is not in any way inferior to that which is imparted in English schools. Moreover, these schools are cheaper. The

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fees levied in them are very much less than those levied in English schools. That being the case, what is the secret of the fact that large numbers of our young men are joining English Schools where education is imparted in a language which it is difficult for them to learn and where the education is more costly? The secret is one which is well-known to every one of us. Every boy who joins an English High School does so with the idea of eventually obtaining a university degree. Of course, it is not every one who joins an English school that actually reaches the university stage; a great many drop off on the way. But all the same, at the time they join English schools, they do so with the idea of ultimately getting a university degree.

Now, our colleges which impart university education are affiliated to the Madras University, and instruction in them is imparted through the medium of English. Under existing conditions, owing to the poverty of our Vernaculars, *i. e.*, to their undeveloped state, both from the literary and scientific points of view, it is not possible to impart collegiate education to our young men through the medium of the Vernacular. If an organised effort is made from the present day for about a quarter of a century, then perhaps it may be possible for us to do so. It is for this reason that university education is being imparted to our young men through the medium of English and, under present conditions, there is no alternative to that course. That being the case, it is essential that, when our young men obtain admission to colleges, they should be equipped with a sufficient knowledge of English to be able to understand the lectures delivered in colleges in that language. They should also be able to speak and write English correctly and fluently; otherwise, they may not do well in the examinations and they may not also understand properly what is being taught to them. This, therefore, is one of the conditions which we cannot possibly ignore in deciding the manner in which the teaching in English schools should be organised.

MR. G. PARAMESVARAN PILLAI (*Neyyattinkara*): What is the policy that is adopted by the Senate of the Madras University in this matter?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I am coming to that.

My first point, Sir, is that our English High Schools serve as a preparation to the university course. It is, therefore, absolutely necessary that, when our students join colleges, they must have a sufficient command of the English language to be able to understand the lectures delivered in the colleges and also to be able to speak and write English fluently and correctly.

That being the case, the question arises as to the stage at which it is advisable to begin the use of English as the medium of instruction in non-language subjects. Obviously, it is impossible to begin to teach non-language subjects in a foreign language like English until the pupil has made some progress in the study of that language itself.

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MR. M. SIVATANU PILLAI (*Tovala*): May I know from Mr. Krishnaswami Aiyar whether he had occasion to read the convocation address delivered by Sir B. Seal, the Vice Chancellor of the Mysore University, before the students of the Bombay University?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Yes.

MR. M. SIVATANU PILLAI (*Tovala*): Will he please refresh his memory and compare his remarks with those of Sir B. Seal on an identical question which was dealt with in the Bombay address?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I know he has made some remarks on this subject.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Are they in favour of the Vernacular languages being used as the medium of instruction, or against it?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): He makes a distinction between three classes of persons, one class who wish to go up to the university stage, another class who wish to take up scientific pursuits, and a third class who want to go up for technical lines of study; and says that the extent of the knowledge of English that should be insisted on in the cases of these three classes of persons need not be the same.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): What does he say about Vernacular being used as the medium of instruction?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Vernacular is, of course, the medium of instruction in our Vernacular schools, and as I have already stated, we have several of them in our State. It is only those who want to obtain university degrees—at any rate, those who start with that idea—that join the English schools. My contention, therefore, is that our English schools ought to enable those of our young men who join schools with the idea of ultimately obtaining University degrees to do so.

MR. M. SIVATANU PILLAI (*Tovala*): Am I to understand from the Director of Public Instruction that the Vice Chancellor of the Mysore University was not aware of the existence of Vernacular schools in Mysore at the time he made the remarks referred to by me?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I do not know whether, in Mysore, there are Vernacular schools similar to those that we have here. Our State is unique in that respect.

MR. M. SIVATANU PILLAI (*Tovala*): There are vernacular schools in Mysore almost like ours.

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Are there Vernacular schools of the same standard as that of our Vernacular high schools?

MR. M. SIVATANU PILLAI (*Tovala*): The subjects of algebra, geometry and nature-study are also taught in the Vernacular schools there as is done here.

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MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I must admit, Sir, that I did not know that.

MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*): May I know whether the Government give the same encouragement to those who pass our Vernacular School Final Examination as they give to those who pass the English School Final Examination?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): That is a different matter. I do not think that that has anything to do with the subject-matter of the resolution now under discussion.

MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*): That arises from certain remarks made by the member.

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I was saying, Sir, that the main question is, at what stage non-language subjects should be taught in English. Obviously, as I said, they cannot be taught in English until the student has made some progress with the study of English and has acquired the ability to understand text-books on those subjects written in the English language. It will be clear from what I have said before, that after a student has acquired this ability, it is not advisable to postpone the use of English as the medium of instruction any longer, as otherwise, he will not be equipped with sufficient knowledge of English to be able to pursue higher studies probably on leaving school. To find out at what stage this happens, the practice in the provinces of British India and other Native States will afford some assistance. In the Native State of Cochin, all subjects, except English, geography and mathematics, in the Lower Secondary Department, are taught in Malayalam. This is what I gather from the Cochin Education Code. The Lower Secondary Department there corresponds to Forms I, II and III here. The Cochin Code does not say anything about the medium of instruction in the Higher Secondary Department, and it has, therefore, to be presumed that instruction in non-language subjects in the higher forms is imparted through the medium of English. In connection with the pay of Professors, I was taken to task—I believe, by Mr. Tarakan—for not knowing the pay of the Professors in Cochin. So, I took special care to ascertain the language that is used as the medium of instruction in Cochin.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): May I know how it is relevant to the present discussion?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I made mention of it only by way of a side remark.

In Mysore, the Government have ordered that, under the present conditions, English should continue to be the medium of instruction in High School classes, but that, as far as possible, the student's vernacular should be used in general throughout the High School course as a supplementary medium of oral instruction, except for the teaching of mathematics, which during the last three years of the course, should be conducted in English.

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In the Madras Presidency, a committee for considering the question of the applicability of the recommendations of the Calcutta University Commission to South India was appointed some years ago and that committee recommended that "instruction and examination through the medium of the Vernaculars in Forms IV to VI should be the ultimate ideal, liberty being given to managers of schools to choose either English or the Vernacular as the medium of instruction and examination, subject to the recommendation that approximately one half of the time devoted to instruction should be given to teaching through English and the other half through the Vernacular and that the examination papers of Secondary schools and public examination in other than language subjects be set in English or certain specified vernacular languages." This recommendation is more or less similar to the practice obtainng in Mysore. Going farther afield, I find that the Senate of the Patna University has passed a resolution to the effect that the medium of university examinations might be the Vernaculars after 1923 and *shall* be the Vernaculars after 1928, but the necessary changes in the regulations have not yet been sanctioned by the Government.

The Senate of the Calcutta University has already resolved that, for Matriculation, instruction and examination in all subjects, except English, shall be conducted in the Vernaculars and the resolution has been given effect to.

The Senate of the Punjab University has decided to give the option to the candidates for the Matriculation and School Leaving Certificate Examinations of answering the question papers in history and geography either in English or in any one of the Vernaculars of the Province.

In the United Provinces, the English language has ceased to be the medium of instruction in the primary and Middle School classes of English Schools. Opponents of the change prophesied a lowering of the standard of attainment in English, but, so far as can be made out, English in schools is somewhat better than it was at the time when the change was introduced.

The Punjab also adopted the Vernacular medium in their Middle Schools in 1917.

[At this stage, the President arrived and took the chair.]

In Bombay, the Education Department allow the use of the Vernacular medium throughout the school course in all subjects save English. As a rule, schools adopt the English medium in the higher classes but with a recent decision of the University against the use of the Vernacular medium for Matriculation, this practice is likely to be discontinued.

When we examine the practice that prevails in other parts of India, and of which I have just given a summary, we find that in many of them the Vernacular is the medium of instruction in the Middle School classes.

MR. M. SIVATANU PILLAI (*Tovala*): May I know whether he knows the practice in the Osmania University in the Hyderabad State?

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MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): That University has been started with the specific object of imparting instruction through the medium of Urudu. If we similarly start a University for Travancore with the avowed purpose of imparting higher education through Malayalam and if our schools have to prepare students for admission to the colleges of that University, then, of course, we can adopt a similar course. So, the example of the Osmania University does not afford us any help whatsoever in deciding this question. Besides the Osmania University, there is Professor Karve's Women's University in Poona. In that University also, instruction is being imparted entirely through the medium of the Vernaculars. Thus, as I said, when we look at the practice in other Native States and in the several provinces of British India, we find that in almost all of them English is employed as the medium of instruction in the High School classes. The only Province in which English is not permitted as the medium in the High School classes and in which the students are examined in all non-language subjects in the Vernaculars is Bengal. In other Provinces, the change advocated in the resolution does not seem to have been adopted.

MR. M. SIVATANU PILLAI (*Tovala*): Bombay?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): The Bombay Government give a discretion in the matter. They simply *allow* the use. It is an option given to adopt the Vernaculars as the medium of instruction throughout the school course in all subjects save English. That is what they do in Madras also. I may tell the House that the permission given by the Madras Government to candidates to answer papers in the Vernaculars in the School Leaving Certificate Examination has not been availed of to any appreciable extent. The schools have not adopted the change; nor have the candidates taken to answering in the Vernacular those question papers which deal with non-language subjects.

MR. C. P. THOMAS (*Nominated*): Does the Director think that the schools have had enough time to introduce the change?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I think this recommendation of the committee appointed by the Madras Government was made three or four years ago.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): When was it sanctioned by the Government?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I find from an article in the Madras Educational Review that one of the Headmasters there gives as the reason why they find it impossible to introduce this change that since every boy in a High School has the idea of eventually obtaining a University degree the schools have to serve as feeders to colleges and that it is therefore not practicable to introduce the change in the schools unless the change is first made in the University stage. They are thus of opinion that the change should be introduced at the top so that it may gradually filter down to the bottom. That also

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appears to be the view of many parents. If there is a widespread desire among parents for the change in the medium of instruction that is advocated in the resolution and for which, in accordance with the recommendation of the committee, the Government of Madras have granted permission, I am sure that, within the last 3 or 4 years since the Madras Government passed orders, a great many schools in Madras should have adopted the change.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): My question, namely, when the Government sanctioned this particular arrangement, remains unanswered, Sir.

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I do not remember the exact date. But, I think it was in 1923. There has been time enough surely for some schools at least to adopt the change, and, after all, I do not think that in our country there will be any difficulty whatsoever with regard to text-books, so far as the High School classes are concerned. I am sure, that if it is decided to introduce the change in our schools, our Text Book Committee will at once be flooded with books compiled by authors each of whom will importune the members of the committee to prescribe his book. But that difficulty will be serious if the Vernacular medium is to be adopted in the university course. I do not therefore propose to urge that argument at all in support of my position.

There are, as I have said, two points to be considered. The first is that our English school education is a sort of preparation for university education. That being the case, at the end of the English school course, our students should have sufficient knowledge of the English language. Secondly, they must at the same time acquire a sound knowledge of a number of other subjects. The question thus is, consistent with these two objects, what is the stage at which the medium of instruction should begin to be English.

MR. M. SIVATANU PILLAI (*Tovala*): Will not instruction through the medium of English for the subject of language alone enable a student to pass the High School career and to take university degree?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I wish to deal with that point later on. In our State, at present, in the Preparatory class and in Forms I and II, the medium of instruction for all non-language subjects is Malayalam. It is in Form III that the change from Malayalam to English as the medium of instruction begins. In Forms IV, V and VI, the medium of instruction is entirely English. There is room for doubt as to whether pupils of Form III have sufficient knowledge of English to be able to understand the text-books in non-English subjects written in that language. I think the premature use of English for studying non-language subjects does harm instead of good. It leads to much cramming and the result is that instead of helping the pupils to acquire a good knowledge of English, it hinders their acquisition of it; in fact, it makes them learn sloppy English. It is, therefore, a matter for

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[Mr. R. Krishnaswami Aiyar.]

consideration whether the medium of instruction may not continue to be the Vernacular up to a slightly higher stage than that up to which it is now permitted by the Department. In any case, I am personally of opinion that at least in the two highest forms, namely, Forms V and VI, the medium of instruction should be English, so that our students who may enter colleges may be equipped with an adequate knowledge of English at the time of their admission to them.

MR. KALLUR NARAYANA PILLAI (*Pattanamtitta*): മൂന്നാം ഫാറം വരെയുള്ള മിഡിൽ സ്കൂളുകളിൽ ഇംഗ്ലീഷു ഭാഷഒഴികെ ശേഷമുള്ള വിഷയങ്ങളും നാട്ടുഭാഷയിൽത്തന്നെ ചെറിയ കുട്ടികളെ പഠിപ്പിക്കുന്നതിനു വിരോധമില്ലാ എന്നാണോ അഭിപ്രായം?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): അങ്ങിനെ ആണ് എന്റെ സ്വന്തഅഭിപ്രായം. രണ്ടാം ഫാറം വരെയുള്ള ക്ലാസുകളിൽ ഇംഗ്ലീഷുഭാഷ ഒഴികെ ശേഷം എല്ലാം നാട്ടുഭാഷയിൽ ആണു പഠിപ്പിക്കുന്നത്.

MR. KALLUR NARAYANA PILLAI (*Pattanamtitta*): ആറാം ഫാറം വരെയുള്ള ക്ലാസുകളിൽ ഇംഗ്ലീഷ് ഒഴികെ മറുവിഷയങ്ങളും മലയാളത്തിൽ തന്നെ പഠിപ്പിക്കുന്നതിനെപ്പറ്റി ആലോചിക്കാമോ ?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): അതു ഞാൻ മുമ്പെ തന്നെ പറഞ്ഞു കഴിഞ്ഞു. തീച്ചയായി ഒരു സമാധാനവും ഇപ്പോൾ പറയാൻ സാധിക്കയില്ല. അതിനെപ്പറ്റി ആലോചിച്ചു വേണം മറുപടി പറയാൻ.

MR. C. P. THOMAS (*Nominated*): Does the Director think that, in view of the fact that specialisation of subjects only begins in Form V, it is reasonable that the medium of instruction in the Vernacular should be introduced in Form IV?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): That is my personal opinion. All that I can promise is that the suggestion will be considered and the Government will arrive at a decision after obtaining the considered opinions of the officers of the Department.

MR. G. RAMAN MENON (*Mavelikara cum Kartikapalli*): May I know whether the text-books now prescribed in Form II for subjects other than English are in the Vernacular or in English?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): They are in the Vernacular.

MR. K. P. NILAKANTA PILLAI (*Chirayinkil*): For Indian history and geography?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Yes, they are taught in the Vernacular.

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MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*): Are text-books also in the Vernacular?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Yes.

MR. M. SIVATANU PILLAI (*Tovala*): Will the imparting of instruction in non-language subjects in English be sufficient to equip a student to get through the university course successfully?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): My own opinion is that at least in Forms V and VI, the medium of instruction should continue to be English in all non-language subjects.

MR. M. SIVATANU PILLAI (*Tovala*): May I know the ground?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Otherwise, they will not have sufficient knowledge of English when they reach the university stage. I have already explained my reasons.

MR. M. SIVATANU PILLAI (*Tovala*): In spite of this fact, why are the students after getting instruction not allowed an opportunity for using the language?

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Probably, if the Vernacular is made the medium of instruction, the number of periods allotted for the study of English may be increased slightly, but I do not think that that will be sufficient to give the pupils an adequate knowledge of English for the purpose of enabling them to understand the lectures that will be delivered to them when they enter colleges.

MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*): Sir, I beg to extend my hearty support to the resolution. Remembering that the object of education is to train the mind of the students, it necessarily follows that instruction should, as far as possible, be imparted through the medium of the mother tongue. The present system of imparting education through a foreign tongue dwarfs the intellect of the boys and girls because the memory is more exercised than the intellect. That is the chief defect of the system of imparting education through any language not allied to the mother tongue. Of course, English is not allied to the mother tongue of a vast majority of people here. So, there can be no question in regard to the desirability of the mother tongue being substituted for imparting education in all subjects other than English as has been stated in the resolution. It has been asked why the boys and girls do not join the Vernacular schools to a greater extent than at present. It is also said that instruction in the two sets of schools runs on parallel lines. But it is a well-known fact that young persons who secure qualifications in the English language have much better prospects of getting a livelihood by means of employment in the Government service. When people who pass from the English schools are paid much higher pay than those who pass from these Vernacular schools, it is only natural that many should join the English schools in preference to the Vernacular schools.

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Is not English one of the optional subjects in the Vernacular schools?

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MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*) : That is not my point.

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*) : There is a system in Vernacular schools similar to the one that is advocated in the resolution.

MR. G. RAMAN MENON (*Mavelikara* cum *Kartikapalli*) : But the Government give more encouragement to those who pass English examinations than to those who pass Vernacular examinations. So, naturally, people take, wherever possible, to English education. It has been said that for a university course a fair knowledge of the English language is necessary. I understand that in Japan and other countries though as text-books English books are used, the lectures are in the mother tongue. Similarly, here also that may be done. It does not follow that because education is given through the medium of the Vernacular, the pupils will not have a sufficient knowledge of English. Of course, sufficient amount of time can be devoted to the imparting of a good knowledge of the English language. Sufficient time can be spared for that. If instruction in other subjects such as history, geography and science, is imparted through the Vernacular, boys can pick up the knowledge very easily. Their intelligence and powers of endurance will not be taxed to the same extent as at present. So, from all points of view, from the educational point of view and from a practical point of view, all subjects except the English language should be taught as far as possible through the mother tongue. If the Government accept that view, text books on those different subjects for being taught in Forms III, IV, V and VI will very easily come into existence so long as there are educated men who are quite competent to write such text-books in Malayalam or Tamil. Of course, it has been admitted that up to the Form II subjects are taught through the Vernacular. It has also been pointed out that the text-books in history, geography and other subjects are also in Malayalam. Well, that is a very good thing. I was under the impression that for Form II at least English text books were prescribed for history and geography, but I am glad to know that it is not so. It should be the aim of the Government as soon as possible to substitute text books in the Vernacular in Forms III, IV, V and VI for all other subjects excepting English language, With these words, I support the resolution.

MR. C. P. THOMAS (*Nominated*) : Sir, I have also great pleasure in supporting the resolution brought forward by Mr. Kallur Narayana Pillai. I wish to emphasise the importance of this change not so much from the standpoint of the improvement to the Vernacular language that can be effected by this, though I am also very anxious along with my fellow-countrymen that the Vernacular language should be improved. But in discussing this question of adopting the Vernacular as the medium of instruction in English schools, that need not be the main point of consideration. As the Director of Public Instruction admitted, from an abstract view-point everybody would admit that the best means of giving instruction to youths is their own Vernacular. It is only owing to various

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political and economic conditions that in our country we have been obliged to impart general education through the medium of a foreign language.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): What is the economic consideration, please?

MR. C. P. THOMAS (*Nominated*): The economic consideration is that owing to the political condition English education has got a more marketable value. So, since the Vernacular is the medium of instruction in normal condition what we have to do is to find a way out of the difficulties which have compelled us to adopt English as the medium.

One difficulty that has been raised is that since most of those who come for education in our English schools have as their ultimate aim a university career and since education in the university is and will be for a long time to come through the English language, it is necessary that in the High Schools every facility should be given for the mastery of the English language. I am sure that from a practical standpoint this should be given due weight and until we have got the full sympathy of the university with regard to this reform and we can have in view a near future when the university would make a reform in this direction, we cannot afford to deteriorate the knowledge of English that our pupils obtain in our English schools. But, Sir, I wish to say that the harm to the knowledge of English that would arise by imparting knowledge in non-language subjects through the medium of the Vernaculars is somewhat exaggerated. I think that if instruction in general knowledge subjects such as history, geography and science be given in the Vernaculars, only half the time now devoted to the teaching of these subjects need be given to them. A considerable time can therefore be set free for being devoted to a proper study of English as a language. (Mr. P. K. Narayana Pillai: *Hear, hear.*)

Another point that I would mention in this connection is while instruction in geography, history and science may be given in the Vernaculars, it is possible to arrange for pupils doing English language exercises, of which the subject-matter may be history, geography or science. What I mean is that when they study these subjects, they study them in the Vernaculars so that they understand the subject-matter without any unnecessary burden on their intellect owing to difficulties of language. But in order that they may familiarise themselves with the phraseology necessary for dealing with subjects in English, it is desirable that they should be given composition exercises and reading exercises in English of which the subject-matter is these subjects. Thereby, I think that the harmful effect upon the knowledge of English can be minimised to a great extent while what they learn in the Vernacular originally would become more impressed by their trying to express their ideas in the English language with which they are also conversant.

MR. K. K. THOMAS (*Kottayam*): May I know if the member will recommend increasing the number of years' training in the High School?

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MR. C. P. THOMAS (*Nominated*): My proposition does not at all involve that.

So, when we consider the aspects that I have mentioned, I think that the harmful effect with regard to the knowledge of English by the adoption of the Vernacular as the medium in non-English subjects is exaggerated.

It has been said that in the Madras Presidency although option is given to the managers of schools and the parents to adopt the Vernaculars as the medium for answering papers in the S. S. L. C. Examination, very few have taken advantage of it. Let us now remember that when such a radical change is introduced, managers and parents would be very wary to run the risk of being the first to make an attempt like that. If, on the other hand, the Government would insist upon the Vernaculars being the medium, I am sure that there would be no such difficulty. Now, in all such matters, we have to depend upon the Government to take the initiative and give the encouragement. The parents are not the best judges about the desirablity or otherwise of a particular method of education. If we leave such things to the choice and discretion of the parents, I am sure many educational methods and principles accepted by the educational authorities of various countries will not be supported or patronised by the parents of the pupils.

MR. KAYYALAM PARAMESVARAN PILLAI (*Additional Head Sirkar Vakil*): May I know from the member whether this House is a good judge?

MR. C. P. THOMAS (*Nominated*): Well, it depends upon the personnel of the House and I do not want to express an opinion about any person in this House. If the members of the House have devoted their intelligent attention to the problems of education, then, this House will be a good judge.

So, we cannot give much weight to the fact that even after three years there are not many parents or managers of schools who have taken advantage of this freedom which has been allowed to them. For one thing, more time should be allowed to them. As far as I can understand, only three years have elapsed since it was sanctioned and there is just the time for any school to have introduced the change in Form IV and thus bring up a batch of pupils to Form VI. As I said, everyone would be afraid to make this attempt with regard to his own pupils. So, I think more time will have to be allowed to test whether this system will become popular or not. Now, the great harm done to the general intellectual development of the pupils because general instruction is given in a foreign language, cannot be exaggerated. As has been observed, the attempt to learn geography, history, nature study and other subjects in a foreign language when the pupil is not at all able to understand or express himself in that language is a burden to the intellect. It over-taxes the memory and neglects the other faculties of the mind. What may apparently be an advantage for the time being turns out to be a real loss when the question of the harmonised intellectual development of the pupil is considered.

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RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, Arts College*): May I know from Mr. Thomas whether he bases his argument on the acceptance of the principle of the theory of the faculty of the mind?

MR. C. P. THOMAS (*Nominated*): I am just using that expression in a popular sense and not in its scientific sense. So, any small disadvantage we may have to suffer with regard to the proficiency of our pupils in the knowledge of English, which itself I think is only apparent and temporary, is nothing compared to the great harm done to the proper all-sided intellectual development of a pupil. With these remarks, I support the resolution.

MR. M. SIVATANU PILLAI (*Tovala*): May we have the benefit of the views of Rao Bahadur K. V. Rangaswami Aiyengar on this subject?

PRESIDENT: It all depends on the time we have at our disposal. We would like to hear the non-official members mostly.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): മാതൃഭാഷാമാദ്ധ്യമായി—

MR. K. K. THOMAS (*Kottayam*): Sir, is the member in order?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): മാതൃഭാഷാമാദ്ധ്യമായി—

PRESIDENT: You must make your speech in English, Mr. Narayana Pillai.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): The proposition before the House is whether it is not possible to impart instruction in the English schools through the medium of the Vernaculars.

MR. K. MADHAVAN PILLAI (*Trivandrum cum Neduvangad*): Why should the member call them English schools?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): They are called English schools in common parlance, not that they belong to the English nation. I think, Sir, there is a strong inclination on the part of the educationists themselves in the direction to employ the Vernacular language for the purpose of imparting instruction in the English Middle Schools. The learned Director of Public Instruction has been good enough to place before the House an abstract of the views expressed upon this subject in various educational centres from which I conclude that the attempt is to try the Vernacular as a medium of instruction in various schools. To my mind, it appears, Sir, that it is a covetable proposition. For, the acquisition of a proper grip over the English language, especially in the way it is now attempted to be acquired, seems to be an unusually hard task.

Then, the question has been raised that though the option has been offered to the students to answer question papers for the School Leaving Certificate Examination in the Vernaculars, why is it that pupils do not take advantage of that. My answer to that is of a manifold variety. First of all, the English language as such, that is to say, as a language, has its own value. Therefore, a thorough grounding in the English language would stand a person in very good stead, not only for purposes of the examination, but in other walks of life as well. So long therefore as this artificial price is set upon the English language itself, it is very difficult to wean students away from that leaning. That is one aspect of the question.

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The second aspect of the question is that it is extremely debatable whether, as things stand at present, the teachers themselves would like the idea of pupils answering in the Vernaculars. The Director of Public Instruction said that the parents do not want the students to answer in the Vernaculars. I am not quite certain with respect to that. So far as the ordinary parent or guardian is concerned, it takes years for him to understand the various reforms in such things. To quote an instance, even after the lapse of ten years since the Nayar Regulation of 1088 was passed, people were under many erroneous impressions with respect to the question of marriage in the Nair Society. So it takes a number of years for such ideas to get down to the ordinary man, and it cannot therefore be properly said that it is the apathy of the guardian or the parent that is answerable for the non-inclination on the part of the students to answer in the Vernacular. The situation on a general inspection of the whole question may be seen to be that a number of teachers are averse to this system of answering. They are unable to lecture in the Vernaculars; they have themselves no grip on the Vernaculars. They cannot write two correct sentences in the Vernacular. So many teachers of that variety do exist; so long as they are there, it is not surprising that the students themselves are not allowed to have the course open to them. From the opinion of Mr. Raman Menon and Mr. C. P. Thomas, it is amply clear that this necessity to enslave oneself to a foreign language creates a cramping effect upon the mental faculties to a certain extent. Mr. Krishnaswami Aiyar has been speaking with reference to the non-language subjects. Why should we exempt the study of the English language itself in this matter when it is quite possible that through the medium of the Vernacular itself English language can be better taught? For the teaching of Sanskrit language, nobody thinks of starting with Sanskrit itself. Sanskrit is a tough language. I am sure that scholars like my friend Mr. Chacko will admit (*laughter*) that it is so. And yet a student who is initiated into the study of Sanskrit is not obliged to resort to the medium of Sanskrit. When it comes to a question of the English language, it is through the English language itself that education is imparted.

MR. C. P. THOMAS (*Nominated*): Does not the Sanskrit language differ from the English language in that the former is a dead language and the latter a living one?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): It makes no difference. In various other respects too, English language is different from the Sanskrit language.

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): May I know the percentage of Sanskrit scholars who are able to converse in Sanskrit?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): I have heard many of them talk in Sanskrit.

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MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): There are a few, I do not deny, but what proportion?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): That is very difficult to estimate. I have heard Sanskrit lectures delivered.

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): Taking those Sanskrit scholars whom the member knows, how many of them would be able to converse in Sanskrit?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): All scholars that I know of are able to talk. Parhaps with a smattering knowledge of Sanskrit, people will not be able to talk. I have heard Sanskrit lectures in the Arts College by Mr. Thuravur Narayana Sastrigal, by Rev. Johnson of Benares and by His Highness the late lamented Kerala Varma Valia Koil Tampuran. I have heard all these people talk in Sanskrit and deliver lectures in Sanskrit.

MR. R. KRISHNASWAMI AIYAR (*Ag. Director of Public Instruction*): I suppose the member takes it for granted that those who pass the Sastri Test correspond to those who pass the School Final Examination.

MR P. K. NARAYANA PILLAI (*Ambalapuzha*): Yes.

MR. R. KRISHHASWAMI AIYAR (*Ag. Director of Public Instruction*): What proportion of them are able to talk in Sanskrit?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Some of them would be able to talk in Sanskrit in a very fair way. Just as the student who passes the School Leaving Examination would be able to talk correct English, they would be able to talk correct Sanskrit. Probably, there may not be so much of fluency, because Sanskrit grammar is more impenetrable than the English grammar.

My submission, Sir, is that if you manage to teach English through the medium of the Vernacular, much may be saved so far as the student is concerned.

MR. C. P. THOMAS (*Nominated*): May I know whether the member has absolutely no faith in what is called the direct method of teaching?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): That also may be attempted side by side with the old method so that the students may be able to understand. If I am allowed to make a comparison, I may say that I am reminded of a person who having translated various things into another language found it rather difficult to understand his own translation. His procedure may be compared to the attempt of a blind man to understand the colour of curds. In the presence of a blind man it was said that the colour of curds was white. Of course, the blind man had never *seen* curds. 'What is white', he asked. 'It is like a crane', was the reply. The blind man again asked, 'what is a crane.' The other man lost all patience and said 'it is something like this' showing his bent arm and then the blind man was made to grope it; running his own hand over the other's bent arm the blind man exclaimed that he understood what curds looked like. (*Laughter.*) So, translating from other languages and asking the student to swallow all those things, whether the student understands it or not, is creating a sort

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of blight so far as the impressionable age in the career of a student is concerned. You can speak directly to the student and easily give an idea of a mouse in Malayalam. All such small things can be taught in the Vernacular language. Why not adopt the Vernacular language as the medium of study? That is a matter to be considered. The learned Director himself said that he would bestow his attention upon the subject. Further, a comparison of the system of education followed in India and in Japan is very interesting in this respect. They are also following the western system of education with this difference that, in Japan, native language is used as the medium of instruction. Thereby originality is stimulated in Japan, whereas originality is not stimulated here. In fact, you get into an artificial sphere by being obliged to adhere to a peculiar channel which hardly suits you, and hence all originality is crushed and you feel that you are in an artificial sphere while you are getting your education. So the attempt is well worth making and I would request the Director of Public Instruction to make it as early as possible.

RAO BAHADUR K. V. RANGASWAMI AIYANGAR (*Principal, College of Arts*): May I know from Mr. Narayana Pillai whether, in Japan, English has got the same value that it has in India?

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): No. It cannot have. It is therefore that I said that English language as such has a value in India especially in Travancore.

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Sir, it has often been difficult for members on this side of the House to agree with the views expressed from the official side. But in this particular instance, I find no difficulty to agree with the views of Mr. Krishnaswami Aiyar. English has now practically become an absolute necessity whether politically, economically, socially or even religiously.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Even religiously?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): Yes; if anybody wants further explanation, I am prepared to give it. So, considering the importance of the language, it is necessary that our youngsters should be given sufficient opportunities to train themselves in this language. The imparting of education in English aids them in getting a good mastery of the language itself. In that way, the imparting of instruction in the English language is advisable under the present circumstances, on viewing the matter from an educational point of view also, I may say that the present system is necessary because there are certain subjects which cannot be properly taught in the Vernacular. Even the member who moved this resolution and the member who supported it were not able to express certain ideas in the Vernacular. Like them, the teachers also will often find it difficult to express their ideas in the Vernacular. I think, therefore, that the present system of imparting education in English is good and necessary.

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MR. C. P. THOMAS (*Nominated*): Does not the member think that it is an evil in itself and that it should therefore be remedied ?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): I do not think it is in any way an evil. Even persons who are well trained in English find it sometimes difficult in their conversations to get at proper expressions in English. It is necessary therefore that the knowledge of the English language should be improved. It is difficult also to impart instruction in subjects like Economics, Politics and Science, in the Vernacular language. Therefore, from the educational standpoint also, it is necessary that the medium of English should be adopted.

One reason urged against it was the intellectual strain on the part of the student. We can grant that a certain amount of exertion is required on the part of the students. But it need not always be a strain. It may be taken as an intellectual exercise. Even supposing it to be a strain, it is only worth while because it gives sufficient return to the student.

MR. C. P. THOMAS (*Nominated*): May I know what in the opinion of the member is the standard below which instruction should not be imparted in the English language ?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): In the lower classes, Vernacular alone could be resorted to. The matter depends upon the capacity of the students to understand the English language. If the student is in a position to understand English, there is no harm in using that language as the medium of instruction.

MR. C. P. THOMAS (*Nominated*): According to the present organisation, has the member any idea about the standard below which it should not be attempted ?

MR. K. I. JOSEPH (*Minachil* cum *Devicolam*): As Mr. Krishnaswami Aiyar said, I also think that instruction may be imparted in English from the third Form upwards.

Another objection raised was that, by imparting education in English, the importance of the Vernacular language will be diminished. This drawback, I may suggest, can be avoided by prescribing more text-books in the Vernacular, if necessary.

On these considerations, I am inclined to oppose the motion.

MR. KALLUR NARAYANA PILLAI (*Pattanamtitta*): സർ, ഫോർത്ത് ഫോറംവരെയുള്ള ക്ലാസുകളിൽ ഇംഗ്ലീഷ്ഭാഷ ഒഴികെ ശേഷമുള്ള വിഷയങ്ങളെല്ലാം നാട്ടുഭാഷയിൽതന്നെ പഠിപ്പിക്കുന്നതു് നന്നായിരിക്കുമെന്നു ഡയറക്ടർ അഭിപ്രായപ്പെട്ടിട്ടുണ്ടു്. അതിനെ അടിസ്ഥാനപ്പെടുത്തി വേണ്ട നടപടി നടത്താമെന്നു സമ്മതിക്കുന്നസ്ഥിതിയ്ക്കു പ്രമേയത്തെ വോട്ടിനിടണമെന്നു വിചാരിക്കുന്നില്ല.

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PRESIDENT: But I think the Director of Public Instruction was very careful and he repeatedly laid stress upon the fact that that was his personal opinion. Are you willing to withdraw the resolution upon the presentation of his own personal opinion?

MR. KALLUR NARAYANA PILLAI (*Pattanamtitta*): I withdraw the resolution.

PRESIDENT: Does the House permit the resolution to be withdrawn?

The resolution was, by leave of the House, withdrawn.

PRESIDENT: I do not think we will have time to debate the remaining resolutions.

The following resolutions lapsed for want of time:—

5. Early Publication of List of Prescribed Text-books.

MR. G. RAMAN MENON:

5. This Council recommends to the Government that the list of prescribed text-books be published in the *Government Gazette* at least two months before the commencement of the school year for which it is intended, and that no changes be made in the list, subsequent to the date of publication, to the detriment of any person financially interested in any of the books, unless such change is rendered necessary in the special circumstances of any case.

6. Adult Education.

MR. A. K. PILLAI:

6. This Council recommends to the Government that a fair percentage of their total expenditure on education be set apart for adult education of the labouring classes.

The Council was prorogued at 4-53 P. M.

T. P. RAMASUBBA AIYAR,
Secretary to the Legislative Council

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